

Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbrear/dst.html#anchor983821>

Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).

1. Your name: Jessica Roberts Block #: 1
2. For what project did you make your digital story? MEL Presentation
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? Meaningful Engaged Learning
4. What type of story are you telling? Melodrama
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?
https://docs.google.com/a/maine.edu/viewer?a=v&pid=gmail&attid=0.1&thid=141283d0aba5f152&mt=application/msword&url=https://mail.google.com/mail/u/0/?ui%3D%26ik%3D428de9b89f%26view%3Datt%26th%3D141283d0aba5f152%26attid%3D0.1%26disp%3Dsafe%26zw&sig=AHIEtbR_B-jLuGMxYMLibPNw7UnHJmILw
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?
The only other option we had for this project was a comic or just video and audio without the story part. This information could be explained in many other ways though.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) I think that a digital story is more intriguing and really draws the audience in while comic strips tend to be a bit less exciting. I can see a digital story distracting from the content in certain cases if not done right, but overall I think it is an awesome way to get information across. A digital story does take a lot of time to create which is a definite con, while a comic may not take quite as long.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. <i>(Copy and paste the element and its description/explanation from the source Web site.)</i>	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. <i>(If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.)</i>	<i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. <i>(e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”)</i>
- Provocation: the initial cause for setting action into motion – jealousy or greed forces an evil character to plan an offence	The evil principal is out to make everyone miserable in the school.	This helps explain the content because there will always be teachers who are set in their ways and wont want to teach any other way. The principal here wanted everyone to teach his way and not use MEL practices.
- Pangs: the consequential sufferings of the good and innocent characters who are caught up in the evil plot	The students and teachers suffered in their school because of the principal.	This helped to show how without keeping MEL in mind, school isn’t always a happy/helpful place for students and/or teachers. This shows the need for MEL.
- Penalty: in a last minute twist of fate, the wicked character has their plans foiled and receives a punishment for his/her evil actions	The school was under the principal’s rule for a while until the MEL cowboy showed up and saved the day. The MEL cowboy’s noble steed kicked out the principal while he fixed all the bad he caused.	This shows that using MEL will create a better school atmosphere for everyone.
A hero. Handsome, strong, brave, honest and reliable. Status: Middle class or higher	The MEL Cowboy	The MEL Cowboy helps to teach MEL by showing examples of each of the parts in the classrooms.
- A villain. Cunning, without morals, dishonest, cruel and evil. Status: Middle class or higher	The Principal	This is just like I said above, there will always be teachers who are set in their ways, and this doesn’t mean that they are bad, but in this case

		the principal was. Not being open to new ideas can hurt the learning possibilities.
Exaggeration: This acting style requires strong facial expressions, large movements and gestures, and clear and well-projected delivery of lines. Melodrama actors concentrated more on showing emotions rather than feeling them. Actor also over emphasized words or syllables they thought important to their character.	The movie is silent so we used a lot of exaggeration in our acting. We used lots of facial expressions and gestures to get our point across without using words.	The exaggeration helped to make our point stronger that some practices aren't what they should be and that MEL could "save the day" or make a better classroom atmosphere for everyone.
Staging Melodrama's used spectacular settings, stage effects (such as earth quakes, volcanoes or fires), elaborate costumes and music to increase their impact and appeal. The plays were always accompanied by music – hence it's name "melo" – melody or music – to heighten the emotional impact on the audience or to signal a particular response.	We used an old country western song to give the audience the feel that it was the wild west and the MEL cowboy was going to save everyone. The music really gets viewers excited and into it.	This element helps to teach the content of MEL because it drew our viewers in and kept their attention to what was going on in the movie.